

Teaching the Circumference of Army Leadership



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The author argues that the Army's leadership doctrine must be more thoroughly nested vertically and horizontally with other leadership publications to achieve an fully integrated leader-development program.

The Army's Commitment—*The Army of tomorrow relies on the Army of today to accept the challenge and responsibility for the development of leaders for the future.*

—*Leader Development for America's Army*¹

AS WE TRANSFORM our Army to meet the dynamic challenges of the 21st century, we must develop leaders who understand and can take advantage of the full potential of present and future Army doctrine, equipment, technology and information in full-spectrum operations. This environment requires increased situational awareness, understanding and dominance. We must fully understand the challenge and develop a leader-development program to meet it. Developing leaders is never easy. In today's environment of decreasing resources, shifting training priorities and a lighter force, it is especially difficult. Thus, we must seek efficiencies at every opportunity. While our leader-development principles are solid, our leader-development methods are not.

Improving Army leader development requires a simple, systematic methodology to communicate clearly the interworkings of the leadership framework within the Army Leader-Development Model.

The small step to define and nest the pieces of the circumference of Army leadership and provide the critically needed common picture will generate a quantum leap in the Army's leader development.

Problem Analysis

The military experiences that have fed my interest in leader-development and teaching methods include interfacing with cadets from the United States Military Academy (USMA), Reserve Officers' Training Corps (ROTC), US Army Training and Doctrine Command (TRADOC) personnel, Army branch school instructors and Command and General Staff College (CGSC) faculty and students. During these I have witnessed clear, systemic weaknesses that have led me to challenge the Army's current leader-development process and doctrine.

Military history has demonstrated that introspection and self-examination are critical to an army's training and preparation for war. I have searched for appropriate leadership material, methodologies and how-to publications to augment junior leadership programs of instruction (POIs) and US Army Field Manual (FM) 22-100, *Army Leadership*, versions July 1990 and August 1999.² Because the three-pillar model—institutional education and training, opera-

DA Pam 350-58 defines leader development and explains how the Army desires to execute it for diverse Army audiences. . . . [However,] too many pieces of the leader-development puzzle are found elsewhere or are produced by individual instructors, branch schoolhouses and units, causing consistency and standardization problems throughout the Army. More important, this wastes valuable time and resources, and is often redundant.

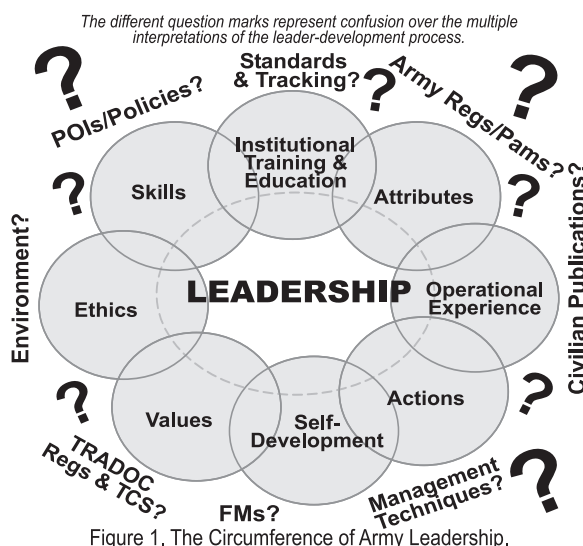
tional assignments and individual self-development—in the new FM 22-100 mostly affects junior, uniformed leader development, my examples and solutions will focus at that level; however, my recommendations apply at any leadership level. After years of study and trial and error, some problems with the Army Leader-Development Program and processes became clear.

While many leadership programs, policies and plans are in place, they usually lack a systematic methodology that unifies the developmental sequence to make the teaching and learning process simple, understandable and effective. When and where does FM 22-100 start and stop? One must read and decipher dozens of Army and TRADOC regulations, pamphlets, training circulars (TCs) and command publications to ascertain the full leader-development process. To obtain a common picture, these dozens of publications require consolidation. Why were the appropriate leadership methods and processes not outlined in FM 22-100 so instructors and unit leaders know what, when and how to teach the progressive and connected leadership concepts? Although all leadership publications are linked through Army and TRADOC Internet websites, it is still difficult to piece the puzzle together. Nowhere in leadership training do we concentrate on Department of the Army Pamphlet (DA Pam) 350-58, *The Enduring Legacy: Leader Development for America's Army*, and its connection to other leadership documents and processes.³ Few senior leaders adequately explain or connect the processes and fundamentals to manuals, training programs and follow-on development through the three pillars.

DA Pam 350-58 defines leader development and explains how the Army desires to execute it for diverse Army audiences. Institutional and operational leaders do not use or understand it properly. Too many pieces of the leader-development puzzle are found elsewhere or are produced by individual instructors, branch schoolhouses and units, causing consistency and standardization problems throughout the Army. More important, this wastes valuable time and resources, and is often redundant.

If the current leader-making program succeeds, it is due to four primary reasons. First, many individuals report to leadership positions having already learned the requisite leadership fundamentals. Because of recruitment challenges during strong economic cycles and shifting demographics and values, new officers and soldiers will not always have the necessary characteristics and skill sets. We need to build them through training and development. Over the past five years, the strong indoctrination program of values, patriotism and self-discipline has begun to pay dividends. The Army first produces a good citizen, then a trained soldier.

Second, the current leader-development program succeeds because of the enthusiasm and experimentation of Army instructors and unit leaders. Institutional instructors, unit leaders and individuals need better guidance, and the Army needs better standardization. Third, the leader-development program succeeds through soldier self-development. Unfortunately, the current program relies too heavily on a self-development system that lacks direction, monitoring and mentoring, so individual gains or shortcomings go unnoticed. Finally, the leader-development program succeeds through learning by trial and error. However, without the learned leadership fundamentals, learning only by trial and error



The recently revised FM 22-100 is the heart of Army leadership training and education for the new century. It supersedes four publications: FM 22-101, Leadership Counseling; FM 22-102, Soldier Team Development; FM 22-103, Leadership and Command at Senior Levels; and DA Pam 600-80, Executive Leadership. It is an excellent publication that provides a simple, idealistic, one-source leadership blueprint for all levels of Army leaders.

might stifle development and hurt morale.

These four reasons, even in the worst case, show the current method takes a lot for granted and is a system out of balance. With the leader skills required for fielding the new 21st-century doctrine of full-spectrum operations and information warfare, the lack of synchronization between the three pillars will get worse. We must better educate the force on the Army's leader-development doctrine and its relationship to required values, attributes, skills and actions—the systematic circumference of Army leadership. The Army must focus on Army leadership elements and their relationship to subordinate nesting concepts and manuals; the impact of missing leadership tactics, techniques and procedures (TTP); and leader-development tracking mechanisms. By adopting this philosophy, the Army will fulfill an immediate need and close the widening gaps between the three leader-development pillars.

Methods, Strengths and Shortfalls

The recently revised FM 22-100 is the heart of Army leadership training and education for the new century. It supersedes four publications: FM 22-101, *Leadership Counseling*; FM 22-102, *Soldier Team Development*; FM 22-103, *Leadership and Command at Senior Levels*; and DA Pam 600-80, *Executive Leadership*.⁴ It is an excellent publication that provides a simple, idealistic, one-source leadership blueprint for all levels of Army leaders: civilian and military, Active and Reserve, officer and enlisted. With competent, professional leadership and values at its core, the manual clearly establishes the Army's desired organizational culture by providing definitions and short examples of leadership competencies and desired character traits. The new Army Leadership Framework model expanded on the time-honored principles of be, know, do by adding the specific values, attributes, skills and actions required for each.

However, it falls short as an all-encompassing leadership manual. While previous editions of FM 22-100 focused exclusively on tactical leadership at battalion and below, the newly revised manual combines the three levels of Army leadership—direct, organizational and strategic. The manual was to be a comprehensive reference showing how leadership

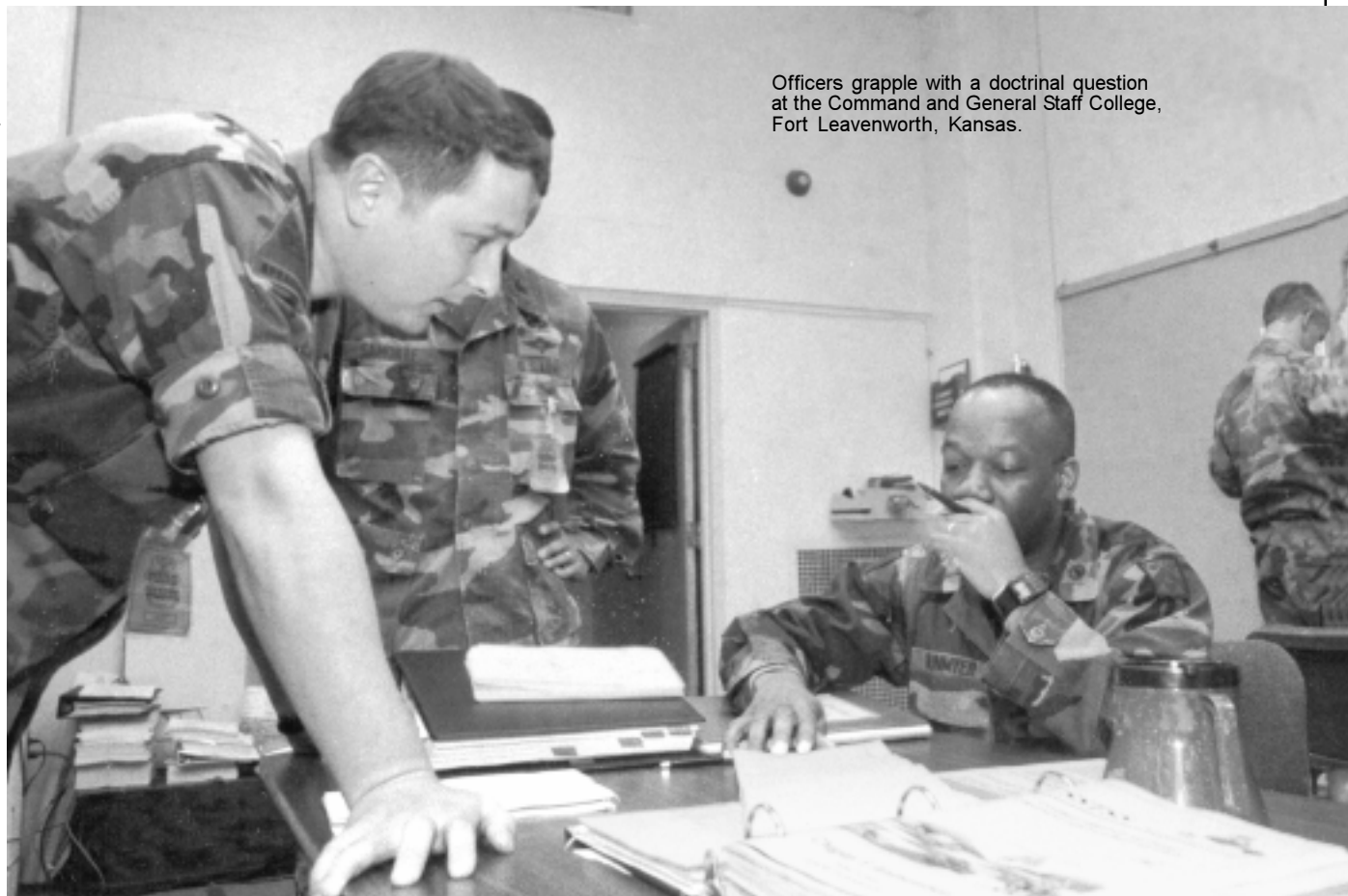
skills, actions and concerns are linked. It would allow direct leaders to read about issues that affect organizational and strategic leaders.⁵ Unfortunately, the new manual relies too heavily on definitions, short historical examples and simplified bullets. The end product is not a comprehensive and adaptable leadership resource for the Army of the 21st century.

Consolidating FMs 22-101 and 22-102 removed valuable explanations and guidance from the previous manuals. Targeted for battalions and below, these manuals were clearly established as how-to publications nested with the old FM 22-100. Leaders still use them for TTP and implementing guidance. To strengthen FM 22-100 and junior leader development, FM 22-101 and FM 22-102 should be reinstated as separate manuals. Army TTP manuals normally implement doctrinal FMs, thus directing training at the appropriate organizational level.

Another shortcoming of FM 22-100 is its design for a single leader-development program for all civilian, officer and enlisted members as well as for every environment—office, garrison and field, in war and peace. An overarching leadership concept is difficult to execute. FM 22-100 has an ill-defined audience. Therefore, senior uniformed leaders and civilians go elsewhere for leader development. Many institutional educational programs and opportunities compensate for FM 22-100's missing strategic leadership tools, plus the other two pillars—operational assignments and self-development—work well for senior leader development.

The revised FM 22-100 undermines cadet, junior officer and noncommissioned officer (NCO) development. It is easy to espouse desired leadership competencies and character traits through definitions, simplified bullets and historical examples, but this covers only the rudimentary desired end state of leadership. We know the destination, but how do we get there? Where is the road map?

Trying to simplify Army leadership doctrine into a one-source, catchall document does not work. The new manual causes more decentralized training and exacerbates long-standing problems. How and when do other Army keystone fundamentals and manuals nest in teaching leadership, and where are the TTP to implement FM 22-100—the how-to manu-



Officers grapple with a doctrinal question at the Command and General Staff College, Fort Leavenworth, Kansas.

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als that train and educate the diverse audience at all three levels of Army leadership? Which pillar is clearly responsible for specific developments, and how are they connected, mutually supported, managed and tracked? Do units and individuals know what, when and how to teach or study leadership? Again, Army TTP usually address these questions at the unit level, but they are missing from the current FM 22-100's methodology.

A consolidated Army leadership blueprint manual is beneficial only if reinforced by detailed, specific, supporting-level, how-to publications to educate and train the target audience. Without a clear pedagogical relationship to essential doctrinal publications and without specific leadership TTP, the Army's leadership teaching methodology cannot be clearly understood or taught based on a consistent standard and within the intent of senior leaders. Additionally, with the consolidation, reduction and new intent of FM 22-100, the leader-development burden shifts farther away from the institutional pillar to the operational assignment and self-development pillars.

Units are not trained or resourced, nor do they have time to adequately fulfill this role. Self-development is not carefully choreographed and monitored, even with improved developmental counseling forms.

Nesting and Doctrine Integration

FM 22-100 states that it supports FM 100-1, *The Army* (replaced by FM 1) and FM 100-5, *Operations* (replaced by FM 3-0).⁶ When should an Army institution, instructor or leader turn to other Army doctrinal manuals—FM 25-100, *Training the Force*; FM 25-101, *Battle-Focused Training*; or FM 101-5, *Staff Organization and Operations*—to teach initial leader skills (interpersonal, conceptual, technical and tactical) and actions (influencing, operating and improving)?⁷ About one-half of the leadership framework—be, know, do—is not found in any FM in significant detail so that the topics can be taught. Currently, positive, adequate coverage includes technical and tactical (know), operating (do) and decisionmaking (subcategory) from the influencing (do) category. For instructional purposes and to

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cover omissions in the manuals, the Army needs stronger, systematic links to additional training material such as TCs, compact disks, videos, websites, digital libraries (specifically the General Dennis J. Reimer Training and Doctrine Digital Library) and civilian publications, so every aspect of the leadership framework is covered. As a foundation, FM 22-100 must list these resources.

In units and during self-development, who decides when an Army publication is not enough and when it should be augmented? Who decides the setting and conditions for learning these undocumented skills and actions? Are first-line supervisors and unit leaders really knowledgeable in every area? Leaders will use their best judgment and initiative, but better TRADOC guidance is necessary. Army branch schools, POIs and training support packages (TSPs) must address these shortcomings; however, POIs and TSPs are often misunderstood or under-used. They are better suited for military occupational skill training or for providing direction or turnkey training. With Internet website availability, leader-development training can improve in this area.

The current system of leader-development training generally defaults to instructors or unit leaders who are not necessarily subject matter experts. If leadership instructors cannot explain how the whole leader-development framework connects or nests, inexperienced leaders will have to learn through experience and self-development. Instructors and leaders struggle because developing and synchronizing schooling, operational experience and self-development through the Army leadership framework is difficult. It would not be as difficult or intangible if the circumference of Army leadership message were clearly understood; nested to subordinate fundamentals; and methodology, application and monitoring were standardized among the three pillars.

FM 3-0 provides an excellent example of how an Army capstone manual should nest in joint military operational and higher headquarters guidance as well as with essential concepts and organizational doctrine. FM 3-07, *Stability Operations and Support Operations*; FM 3-90, *Tactics*; FM 3-100.7, *Decisive Force: The Army in Theater Operations*; and FM 4-0, *Combat Service Support*, clearly show relationships and ensure connectivity.⁸ To ensure this unity of purpose and linkage, FM 3-0 and its supporting doctrine were developed at the same time. This type of synchronized nesting and linkage among FM 22-100 and resurrected FMs 22-101 and 22-102, DA Pam 350-58 and others is necessary for a clearer implementation methodology for teaching the leadership framework. My conception for a nested methodology for operations include the following:

- FM 3-90, *Tactics*, 2001 (skills).
- FM 21-20, *Physical Fitness Training*, 1992 (attributes).
- FM 22-9, *Soldiers' Performance in Continuous Operations*, 1991 (attributes, skills and actions).
- FM 22-51, *Leader's Manual for Combat Stress*, 1994 (attributes, skills and actions).
- FM 25-100, *Training the Force*, 1988 (skills

Nesting shows the necessary relationships for teaching the leadership framework to junior leaders.

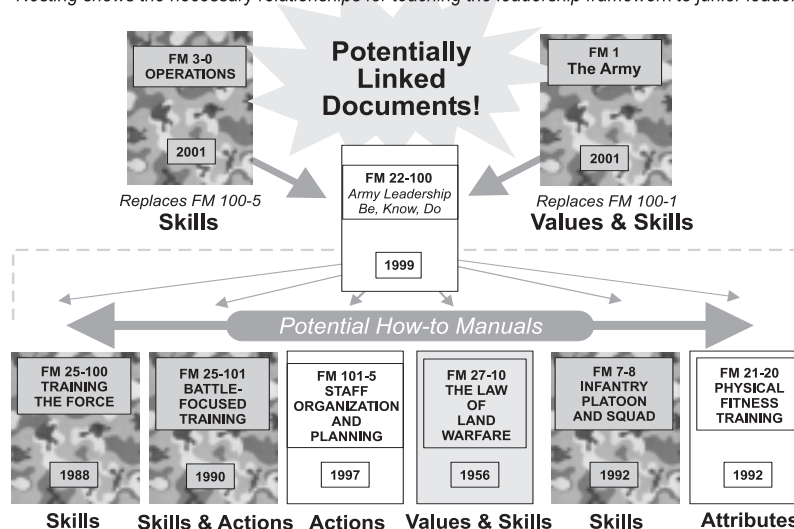


Figure 2. FM 22-100

Young leaders require more direct guidance and monitoring during self-development before they are introduced to the finer, advanced leadership techniques and applications found in most books on reading lists.



Almost all of the critical human-dimension skills and actions are missing from manuals: interpersonal and conceptual skills, communicating, motivating, developing, building and learning actions. With the teamwork, communication and coordination required for Army operations in the information age, this absence may prove dangerous. Leaders turn to civilian publications and books on junior leader professional-development reading lists to fill the gap in leadership and managerial skills and actions.

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- FM 27-10, *The Law of Land Warfare*, 1956 (values and skills).
- FM 1, *The Army*, 2001 (values and skills).
- FM 3-0, *Operations*, 2001 (skills).
- FM 100-6, *Information Operations*, 1996 (skills).
- FM 3-100.7, *Decisive Force: The Army in Theater Operations*, 2001 (skills).
- FM 6.0 (100-34), *Command and Control*, TBP (skills and actions).

The Army's leadership doctrine lacks the systematic doctrine integration that operational doctrine has, as evidenced by this list. No manual on the leadership list has the how-to capacity of the superseded FM 22-101 and FM 22-102, which were the only manuals with the proper nesting methodology. Many current manuals need revision and do not correlate to the new Army Leadership Framework. Revisions can strengthen the loose associations, and new manuals and augmentation can fill the gaps. More important, which of the current FMs should be directly linked to the implementation of FM 22-100 for junior leaders? Although they are not currently ad-

equate, only eight FMs directly link to the current leadership framework and general core curriculums for training and developing junior leaders. The following manuals provide my concept for basic leadership doctrine integration, explanations and context for how the Army works, communicates, trains and fights:

- FM 1, *The Army*, explains organization and roles.
- FM 27-10, *The Law of Land Warfare*, sets the rules and ethical framework for warfare.
- FM 3-0, *Operations*, shows the operational doctrine and tactical language of the profession.
- FM 25-100, *Training the Force*, and FM 25-101, *Battle-Focused Training*, show the big picture and fundamentals of Army and small-unit training.
- FM 101-5, *Staff Organization and Operations*, covers military roles, responsibilities, decisionmaking and planning.
- FM 7-8, *The Infantry Platoon and Squad*, provides the necessary tactical knowledge and common soldier skills.
- FM 21-20, *Physical Fitness Training*, covers the importance of physical fitness training.

[A centralized tracking] system would show the foundational skills required for a specific occupational skill and rank, and track progress throughout the three pillars. Supervisors would report and upload achievement results to a centralized Army system such as skill and doctrine training and professional reading completed. Perhaps at the unit level the Standard Army Training System could track this information. To succeed, the system must have a strong compliance and inspection program.

The nesting diagram shows the links between these manuals and the leadership framework. This concept methodology and diagram provide the necessary simplicity, relationships and common picture Army leaders and institutions need to understand and teach leader development.

The Army develops junior leaders by arming them with leadership definitions and examples. These junior leaders then go on to units and hope they become successful leaders. Often, learning by others' failures or by failing themselves, they turn to mentors, peers and books for wisdom and guidance. More often than not, the guidance they receive and books they turn to are from time-tested, proven civilian or military publications and corporate managerial and leadership techniques. This hit-and-miss self-development technique fills the missing how-to manual gap, but to be more effective, leader development must be more direct and have clearer objectives, responsibilities and supervision throughout the three pillars.

Augmenting FM 22-100 and Junior Leader Development

What about the leadership framework's other missing skills and actions? Almost all of the critical human-dimension skills and actions are missing from manuals: interpersonal and conceptual skills, communicating, motivating, developing, building and learning actions. With the teamwork, communication and coordination required for Army operations in the information age, this absence may prove dangerous. Leaders turn to civilian publications and books on junior leader professional-development reading lists to fill the gap in leadership and managerial skills and actions. However, young leaders require more direct guidance and monitoring during self-development, and they often fail to master the critical fundamentals. Junior leaders need fundamental leadership skills before they are introduced to the finer, advanced leadership techniques and applications found in most books on reading lists.

Perhaps the weakness of civilian publications is their focus on civilian managerial techniques. The word "management" is not part of Army culture and with many leaders is a forbidden word. It is unfor-

tunate how out of balance the science and art of leadership and management are in the Army. In the future, the Army must integrate fully the time-tested corporate and academic techniques into its own leader-development programs. Fear of going too far with management and with corporate and academic culture has cut the Army off from innovative solutions. Given the cuts to TRADOC doctrine writers and training developers, closer association to outside leadership and management development is necessary, if not inevitable.

Leading is inspiring people to get things done; managing is getting things done through people.⁹ Leaders lacking management skills waste resources and time by inspiring people to do the wrong things or to do the right things only through exhausting effort and excessive cost. General John A. Wickham Jr. summarized this dichotomy by stating, "I think the Army would make a serious mistake if we made a distinction and said, 'You are a manager, and you are a leader.' So my philosophy is that we are all leaders! We also must be responsible managers or stewards of the resources entrusted to us. We would make a serious mistake to think we could be one and not the other."¹⁰ While combat leadership is the highest form of military art, most of what military leaders do in the training base is manage. If we lead and manage at the same time, we must systematically link the two effectively to fill the gap in leader-development publications.

FM 22-100 is deficient in recommending leadership communication and feedback techniques for new leaders, but Kenneth Blanchard and Spencer Johnson's book *The One-Minute Manager* is exceptional in this area.¹¹ Although published in 1984, it remains a classic that is used in several ROTC programs and branch schoolhouses. If it works well and fills a developmental void, it should be an Army standard. The book is best suited for training ROTC and USMA cadets in their senior year and NCOs during their basic course. The *One-Minute Manager* is clearly a how-to text for the inexperienced and nests perfectly in the leadership framework. Because FM 22-100 does not go in depth or provide techniques, this book should be listed as a TTP in the leadership style section in chapter 3, "Human Di-



1st Cavalry Division soldiers deploy near Daharan after arriving in Saudi Arabia during Operation Desert Shield, August 1990.

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mensions." Instead of only being on a professional reading list, it should be in the common-core POIs as required reading with FM 22-100 lessons. Several role-playing practical exercises could be planned from the chapters on communicating, delegating, goal setting and feedback. The end state is competent, confident leaders who are prepared to lead soldiers.

For further junior officer development, I recommend three more books: *Leadership and the One-Minute Manager*, *Principle-Centered Leadership* and *The Seven Habits of Highly Effective People*. The first two are perfectly suited for Officer Basic Course (OBC) students.¹² A bit more advanced, the third book is well-suited for captains attending their career course.

Officers who read these books will become not only better leaders but also better people. Supporting our mantra of leaders of character, these three books show the importance of solid interpersonal and conceptual skills for effective leadership. They also discuss situational leadership styles and provide di-

rections for using motivational and team-building techniques. The authors stress being professionally well-rounded and cultivating an appreciation for continued growth and learning. The authors are clearly synchronized with the Army's leadership framework and three-pillar model.

An approach suited to ROTC and USMA cadets is to adopt a simple, turnkey leadership manual that supports FM 22-100. Major John Bucciarelli's *Leaders are Made: A Building Block Approach to Effective Leadership* fully covers the leadership framework and is an excellent how-to guide with many examples, self-assessments and quotes from history and popular leadership books.¹³ His building-block approach for creating effective leadership outlines 17 skills that all leaders require. The text lends itself to practical exercises. This manual will help start a systematic building program to develop leaders.

TRADOC already has an excellent introductory leadership and management student text (ST)—

The best and brightest are seldom found in the school environment, unfortunately supporting the old adage that those who can, do, and those who cannot, teach. . . . In the current culture, officers do not aspire to serve in their own branch schoolhouses because they believe TRADOC assignments are the kiss of death to promotion boards. Although this belief is unfortunate and wrong, it speaks volumes about the actual state of institutional development for future leaders.

ST 5001, *Managing and Leading*—but it is seldom used in the uniformed Army.¹⁴ It is a phase I correspondence subcourse for the resident Sustaining Base Leadership and Management Course, Army Management Staff College, Fort Belvoir, Virginia, used as a refresher manual for midlevel leaders. The text is simple and is a great companion to FM 22-100. It is perfect for students in OBC and the advanced NCO course because it covers skills and actions missing from the leadership framework. Issuing this ST to junior leaders during initial institutional training and education would enhance FM 22-100 and provide missing explanations.

Leveraging Web-Based Technology

Recently, the Army emphasized improving counseling, individual leader-development plans and mentoring. These steps better link the leadership framework to the three-pillar model, especially by using the Developmental Counseling Form and Junior Officer Evaluation Report Support Form. The logical next step would use these focus areas to improve the self-development process and link it to institutional guidance and unit assignment oversight. One way to do this is to create must-read professional reading lists within the current recommended lists. A reading program tailored to leadership levels and officer, enlisted and civilian differences would strengthen self-development. The many professional reading lists in circulation need to be reduced. They lack command guidance, specific user-level application, and compliance and enforcement standards.

Under a new system, TRADOC would give institutional guidance, and supervisors and senior raters would ensure compliance and run decentralized implementation programs. The Army also needs a centralized tracking system that records development throughout people's careers. A combination of an electronic job book and resume, this system would show the foundational skills required for a specific occupational skill and rank, and track progress throughout the three pillars. Supervisors would report and upload achievement results to a centralized Army system such as skill and doctrine training and professional reading completed. Perhaps at the unit

level the Standard Army Training System could track this information. To succeed, the system must have a strong compliance and inspection program.

Currently, the uniformed Army uses only performance ratings, job titles and assignment histories to track development, a practice that assumes an individual has the requisite skills. The new system should not be linked to evaluations but should be used to place the right person in the right assignment at the right time. A centralized, individual leader-development plan with a tracking system is realistic using individual accounts on an Army website. This type of tracking system would finally bridge the gaps between institutional development, operational assignment experiences and self-development.

Instructing the Circumference of Army Leadership

The most fundamental conceptual building block of any leader-development plan is knowing how to combine initial training and operational experience to produce complementary, synergistic effects. Within the Army's current stand-alone leadership manual and approach, many of the developmental pieces are taken for granted or left to chance. Further, TRADOC and most Army branch schools lack the adequate oversight for regulatory compliance, standardization and quality control. This lack of oversight is compounded by difficulties in developing instructors. It takes two to three years to train an instructor who can implement the pieces of the leadership puzzle. Additionally, the institutional educational base, the foundation of the Army, is generally held in low esteem and priority, especially within the current Army design when compared with the operational Army.

The best and brightest are seldom found in the school environment, unfortunately supporting the old adage that those who can, do, and those who cannot, teach. USMA does a better job than TRADOC at selecting and attracting qualified, interested instructors. In the current culture, officers do not aspire to serve in their own branch schoolhouses because they believe TRADOC assignments are the kiss of death to promotion boards. Although this be-

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lief is unfortunate and wrong, it speaks volumes about the actual state of institutional development for future leaders. A schoolhouse training assignment is more career-enhancing for NCOs than for officers. We should seek the best professionals to put in front of young soldiers, and these instructors should be proud and respected. The Army rewards operational experience but values it at the expense of the training base.

Perhaps the Army cannot support both the operational and training base simultaneously, but there is an associated cost in not doing both equally well. Training quality affects operations, and the cause-and-effect relationship radiates among the three pillars and at all leadership levels. Degrading the training base to support the operational Army provides only the most illusory and transitory short-term gains in readiness. Degrading institutional training will jeopardize future readiness by placing more training and developmental responsibilities on units and individuals, something they currently cannot do effectively due to time, resources and elusive methodology.

The current leader-development program is a strong concept, but its instructional methods are too ambiguous and lack essential pieces. Because of this, we muddle through without a clear, simple methodology and standard for our most fundamental role—producing leaders. History has shown that, for future readiness, it is good to question and challenge assumptions. The dynamic environment of Army

Transformation, full-spectrum operations and information dominance demands leaders with greater skills and competencies. To fulfill the Army's commitment to future readiness, our leader-development methods must be more effective. We can do this by redesigning leader-development methods and by leveraging enabling technology.

The current FM 22-100 is inadequate for the Army to bridge the leadership gap into the 21st century. It is an excellent organizational culture manual and a capstone blueprint leadership manual but not a stand-alone publication. For a winning program, it must be nested with how-to manuals and TTP that support the Army Leadership Framework. Civilian leadership and management techniques from the corporate world and academic programs may help fill the immediate voids, especially with cuts in TRADOC doctrine writers and training-development personnel. These connections will improve the integration of the art and science of leadership with management and promote efficiency, effectiveness, productivity and performance. Web-based technology will allow us to track individual leader-development progress across the Army spectrum—institutions, operational assignments and self-development—and throughout a soldier's career. The circumference of leadership methodology—systematically connecting the fundamentals of the leadership framework across the three pillars—will provide the simple, common picture to improve how we teach and develop future Army leaders. **MR**

NOTES

1. DA Pam 350-58, *Leader Development for America's Army* (Washington, DC: US Government Printing Office [GPO], 1994), 1.
2. US Army FM 22-100, *Army Leadership* (Washington, DC: GPO, July 1990 and August 1999).
3. DA Pam 350-58.
4. FM 22-101, *Leadership Counseling* (Washington, DC: GPO, 3 June 1985); FM 22-102, *Soldier Team Development* (Washington, DC: GPO, 2 March 1987); FM 22-103, *Leadership and Command at Senior Levels* (Washington, DC: GPO); DA Pam 600-80, *Executive Leadership* (Washington, DC: GPO).
5. FM 22-100.
6. FM 1, *The Army* (Washington, DC: GPO, June 2001); FM 3-0, *Operations* (Washington, DC: GPO, 14 June 2001).
7. FM 25-100, *Training the Force* (Washington, DC: GPO, 15 November 1988); FM 25-101, *Battle-Focused Training* (Washington, DC: GPO, 30 September 1990); FM 101-5, *Staff Organization and Operations* (Washington, DC: GPO, 31 May 1997).

8. FM 3-07, *Stability Operations and Support Operations* (Washington, DC: GPO); FM 3-90 (3-100.7), *Tactics* (Washington, DC: GPO, July 2001); FM 3-50, *Decisive Force: The Army in Theater Operations* (Washington, DC: GPO); FM 4-0, *Combat Service Support* (Washington, DC: GPO).
9. ST 5001, *Managing and Leading* (Fort Monroe, VA: US Army Training and Doctrine Command, 1994), 5-2.
10. FM 22-103, *Senior Leadership* (Washington, DC: GPO, 1987), 43.
11. Kenneth Blanchard and Spencer Johnson, *The One Minute Manager* (New York: Berkley Books, 1984).
12. Steven R. Covey, *Principle-Centered Leadership* (New York: Summit Books, 1991); Steven R. Covey, *The Seven Habits of Highly Effective People* (New York: Simon and Schuster, 1989).
13. John Bucciarelli, *Leaders are Made: A Building Block Approach to Effective Leadership* (Cape Canaveral, FL: Blue Note Publications, 1997).
14. ST 5001.

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